Students with Disabilities at Middlebury College: A Slow Slog Toward the Future

1990-2021

Mary Moore

February 15th, 2021

Honor Code: I pledge my honor that I have neither given nor received unauthorized aid on this assignment.

In his text *Academic Ableism*, Jay Dolmage explores the history of disability as it intersects with higher education. The entire text is useful for understanding Middlebury College's ongoing treatment of its students (and faculty) with disabilities, but particularly his argument that "the ethic of higher education still encourages students and teachers alike to accentuate ability, valorize perfection, and stigmatize anything that hints at intellectual (or physical) weakness."[1] Middlebury is in no way exempt from the ideas that "disability has always been constructed as the inverse or opposite of higher education," and we see that in the treatment and slow movement towards accommodations.[2] Dolmage assures his readers that this reality is not something that educators are "doomed to repeat," *if* they take the necessary steps within their institutions to break down stigma, challenge policy, and engage with their own exclusionary history. In the thirty-one years since the passage of the Americans with Disabilities Act, students with disabilities at Middlebury continue to be othered and are forced into a vicious cycle of self-advocacy because the institution has been and continues to be committed to a reactive–rather than proactive–stance regarding disability policy and efforts to improve disabled student's experiences.

Within Disability Studies, other scholars engage in discussion with Jay Dolmage about disabilities in higher education. These discussions explore

---

1 Dolmage, Jay Timothy, *Academic Ableism: Disability and Higher Education*, (Ann Arbor: University of Michigan Press, 2017), 19, https://doi.org/10.3998/mpub.9708722.

2 Dolmage, *Academic Ableism,*18.

various veins of inquiry, from retention rates of students with disabilities, to postulations about how to improve student experiences, as well as simple documentations about the historical patterns of how colleges and universities have treated their disabled students. Within this scholarship there are two particular bodies of thought regarding the success of students with disabilities in higher education; both emphasize, however, that neither strategy can succeed without the help of a third.

One body of thought argues that the onus of success for students with disabilities is dependent on preparation provided to students in their K-12 experience. Scholars such as Loreen Parks and Karen Schulte identified in their joint research that Special Ed teachers in K-12 schools could easily identify categories of skills and programs they felt their students would need in colleges as well as a number of barriers to their future success[3]. Their research emphasized the importance of self-advocacy among students with disabilities, and saw K-12 as an opportune moment for teaching those skills.[4] Scholars Edward Levinson and Denise Ohler similarly acknowledged the importance of pre-college preparation for students with disabilities. More specifically, they identified this period of transition as one that has been grossly ignored within Disability Studies and activism.[5] Their research

---

3 Loreena Parks and Karen Schule, “Supporting students with disabilities in higher education,” *Michigan Academician* 39, no. 1 (2009): 61. https://link.gale.com/apps/doc/A197234701/EAIM?u=vol_m58c&sid=EAIM&xid=4b75fca6.; Schule, “Supporting students,” 63.

4 Parks, “Supporting students,” 61.

5 Edward M. Levinson and Denise L. Ohler. "Transition from High School to College for Students with Learning Disabilities: Needs, Assessment, and Services." *The High School Journal* 82, no. 1 (1998): 63. http://www.jstor.org/stable/40364711.

also identifies the importance of self-advocacy among students with disabilities, which they define as “awareness of their weaknesses, can articulate the accommodations they need, and are able to successfully advocate for themselves”.[6] Levinson and Ohler identify K-12 as the most appropriate time to develop those skills, and advise that “assessment and transition planning process should be integrated within a school’s K-12 career education.”[7] As such, there is agreement within the Disability Studies community that for students to thrive in higher education there are certain skills and practices that should be included in a student’s prior educational experience.

The majority of research, however, charges colleges and universities with the responsibility of preparing to assist students regardless of their backgrounds. Though Parks and Schulte preferred a system in which disabled students were prepared prior to heading off to colleges, they acknowledged in their research that there is a lack of consistency regarding teaching self-advocacy skills at the K-12 level, and that colleges should in no way expect students to arrive with that skill set.[8] Rather, they suggested a combination of institutions of higher education preparing opportunities for students to learn such skills on their campuses, as well as informing faculty through professional development sessions.[9] Director of students with disabilities services at the University of California Berkeley, Mary Lee

6 Levinson, “Transition from High School,” 66.
7 Levinson, “Transition from High School,” 67-68.
8 Parks, “Supporting students,” 64.
9 Parks, “Supporting students,” 64.

Vance describes the variety of experiences students may have prior to arriving at a university: “some students come to us with extensive documentation and years of successful use of well-established accommodations, while others come to campus with no awareness or understanding of their disabilities or their rights.”[10] Thus, the self-advocacy skills touted by Parks and Schulte, as well as Levinson and Ohler, are at times null and void for students who have never explored what the ADA can do for them in their education. This emphasis on self-advocacy also doesn’t account for students who may receive a diagnosis or become disabled during their time at college, in which case they would be scrambling for support services they have never had to seek out before. Vance also highlighted how common it is for students eligible to not receive services. She wrote that many students with disabilities aren’t registered with their disability’s services office on campus; unlike other scholars, she encouraged schools to work harder to get information out to students rather than shifting blame to students for failing to access services.[11]

What both schools of thought fail to address, however, is the fact that access to accommodations, to live fulfilling lives on campus, and to achieve overall happiness, institutions inherently rely on the self-advocacy of students. This means that unlike their non-disabled peers, students with disabilities may spend hours, weeks, days, and even years advocating for

10 It is pertinent to note that Vance identifies as disabled herself; Lilah Burke, “Q&A on the ADA at 30.” *Inside Higher Ed*, August 5th, 2020, https://www.insidehighered.com/news/2020/08/05/qa-ada-30.

11 Burke,“Q&A on the ADA.”

their accommodations. Furthermore, aside from the aspects of advocacy, within Disability Studies there is also an ongoing conversation regarding the sort of services colleges should and can provide for students. Though the passage of the ADA and its Amendment Act in 2008 assure students that they cannot be discriminated against by universities, enforcement of such is a different beast.[12] The consensus among scholars is that, in short, there is quite a long way to go. Vance identified this fact in two ways; first, acknowledging that disability rights, like other civil rights, have come far but the war has not yet been won.[13] In addition, she underscored the idea that "there is a big difference between ADA compliance, which means one barely is compliant, versus functional."[14] The nature of the ADA also allows for a large amount of interpretation, meaning if an institution determines an accommodation would be an undue, say financial burden, they can deny the accommodation while still technically being compliant with the law

Scholars Daryl Mellard and Noelle Kurth did extensive research on the way that colleges and universities have responded to ADA regulations. They identified four recurring issues among students with disabilities at colleges, that students lacked a sense of belonging, lacked access to academic information, lacked supports for independence, and experienced the labeling of disabilities as they relate to discrimination. [15] They also

12 Burke,"Q&A on the ADA."
13 Burke,"Q&A on the ADA."
14 Burke,"Q&A on the ADA."
15 Noelle Kurth and Daryl Mellard. "Student perceptions of the accommodation process in postsecondary education". *Journal of Postsecondary Education and Disability* 19, no. 1: 80, http://ezproxy.middlebury.edu/login?url=https://www-proquest-com.ezproxy.middlebury.edu/scholarly-journals/student-perceptions-accommodation-

wrote scathing observations of college faculty and staff, writing that "faculty and staff exhibit a lack of knowledge and limited understanding of disability issues and their manifestations in the postsecondary setting, negatively affecting the manner in which faculty interact with students with disabilities."[16] After identifying this plethora of issues, Mellard and Kurth summarized their observations into the belief that colleges and universities focused far too much on the assigned disability of each student, and depended on a "menu of services" rather than the "contextual and functional needs" of students.[17] After conducting studies using both quantitative and qualitative methodologies, Kurth and Mellard described their findings as a difference between colleges and universities who were compliant with the law, as described by Vance, versus colleges and universities that embraced the "spirit of the law."[18] In their concluding statements they praised colleges that "invest in an accommodation process that considers the entire context of student life, individual functional needs, trade-offs between the immediate and long-term costs and benefits, and incorporates system wide universal design concepts" versus those that follow the "letter of the law."[19]

A Brief History of Disability Activism

process/docview/61847554/se-2?accountid=12447.
16 Kurth, "Student perceptions," 72.
17 Kurth, "Student perceptions," 72.
18 Kurth, "Student perceptions," 83.
19 Kurth, "Student perceptions," 83.

The presence of students with disabilities on college campuses most certainly predates the mid-20th century, but in this era the Disability Rights movement originated[20]. The success of the Disability Activism in the 1970s and 1980s can be attributed to the networks established at rehabilitative summer camps for disabled young people that were then built upon when those young people arrived on college campuses.[21] Disability Activists proved tenacious: in 1973 they protested Nixon's resistance to the signing of the Rehabilitation Act of 1973.[22] Several years later they protested again when Section 504, the section of the Rehabilitation Act that specifically disallowed discrimination on the basis of disability.[23] Disability activists had grown frustrated with President Carter's Secretary of Education, Joseph Califano, whom they believed aimed to weaken the regulation.[24] This suspicion culminated in the infamous Health, Education, and Welfare twenty-eight-day sit in, in which disability activists occupied the HEW building in San Francisco for days on end to protest for the enforcement of Section 504.[25]

---

20 This activism was responsible for the legislation that enables students with disabilities to study on college campuses.

21 Lindsey Patterson, "Points of Access: Rehabilitation Centers, Summer Camps, and Student Life
in the Making of Disability Activism, 1960-1973." *Journal of Social History* 46, no. 2 (2012): 473. Accessed February 14, 2021. http://www.jstor.org/stable/23354140.; *Crip Camp: A Disability Revolution*, directed by James Lebrecht and Nicole Newnham, (Netflix, 2020, Streaming). https://www.netflix.com/title/81001496.

22 Patterson, "Points of Access," 483.

23 *Crip Camp*; "A Guide to Disability Rights Laws." U.S. Department of Justice, Civil Rights Division. Accessed 14 February 2021. https://www.ada.gov/cguide.htm#anchor65610.

24 *Crip Camp.*

25 *Crip Camp.*

After their success in the 1970s, disability activists continued to persevere towards a more equal future with the able-bodied and minded; their work culminated in the currently most expansive legislation related to disability, the 1990 Americans With Disabilities Act.[26] President H.W. Bush signed the ADA into law in 1990; the title II guidelines, the title III guidelines, and the ADA Accessibility guidelines were published in 1991.[27] The legal structure of the ADA is based on the 1964 Civil Rights Act, and in doing so strives to establish Disability Rights as civil rights in the United States.[28] As the activists whose advocacy helped instigate the ADA had hoped, the legislation had immediate impact on many aspects of their lives, including their experiences on college campuses. Under ADA, Title II guidelines cover public colleges/universities and Title III guidelines cover private colleges/universities.[29] In addition, section 504 of the Rehabilitation Act maintains that schools that receive federal funding must also make their programs accessible for students with disabilities, including extracurriculars.[30]

---

26 "ADA Anniversary," ADA National Network, Accessed 14 February 2021. https://adata.org/ada-anniversary.

27 *Gale Encyclopedia of U.S. Economic History*, s.v. "Americans with Disabilities Act of 1990 (ADA)," https://link.gale.com/apps/doc/CX3611000054/UHIC?u=vol_portal&sid=UHIC&xid=7aca983f; U.S. Department of Justice, Civil Rights Division. Accessed 14, February 2021. https://www.ada.gov/2010_regs.htm.

28 The 1964 Civil Rights Act "prohibits discrimination on the basis of race, color, religion, sex or national origin.";U.S. Department of Labor. Accessed 14 February 2021. https://www.dol.gov/agencies/oasam/civil-rights-center/statutes/civil-rights-act-of-1964; *Gale Encyclopedia of U.S. Economic History*, s.v. "Americans with Disabilities Act of 1990 (ADA)."

29 "What are public or private college-university's responsibility to students with disabilities?" ADA National Network, Accessed 14 February 2021. https://adata.org/faq/what-are-public-or-private-college-universitys-responsibilities-students-disabilities.

30 "What are public or private college-university's responsibility to students with disabilities?" ADA National Network.

A History of Disability and Students with Disabilities at Middlebury 1990-1999

Middlebury College, a privately funded institution, did not formally establish their ADA office until 1995.[31] After the publication of the ADA guidelines in 1991, Middlebury students reportedly began receiving accommodations; initially, accommodation requests and fulfillment were handled either by the Dean of Students or the Office of Academic Support.[32] *The Middlebury Campus*, Middlebury's student run newspaper, first reported on student accessibility in the post-ADA world in 1993. The article notes that the college planned to expand wheelchair access for students on campus, such as David Buse '93.[33] This article is the first instance in which Middlebury claimed to be in compliance with the ADA, though it immediately states that "there is still room for improvement."[34] However, in the four years after the law went into effect, the college recognized the need presented by Middlebury College students; in 1995 they handed over responsibility for ADA accommodations to Elizabeth Christenson.[35] According to current ADA coordinator Jodi Litchfield, who took over the office in 1999, the Middlebury College administration has traditionally

31 Interview with Middlebury ADA coordinator Jodi Litchfield, February 5th, 2021.
32 Mike Wiser. "Disabilities office relies on student interaction." *The Middlebury Campus*, October 16, 1996. Internet Archive. https://archive.org/details/middleburyNewspapers_1996-10-16/page/n9/mode/2u.
33 Elisabeth Eagan. "College expands wheelchair access *Seeks to meet students's special needs.*" *The Middlebury Campus*, April 9, 1993. Internet Archive. https://archive.org/details/middleburyNewspapers_1993-04-09/page/n3/mode/2up.
34 Eagan, "College expands wheelchair access."
35 Wiser, "Disabilities offices relies;" Interview with Middlebury ADA coordinator Jodi Litchfield, February 5th, 2021.

approached ADA guidelines with a hands off approach.[36] Litchfield describes this attitude as a "do what you need to do", and enabled the office to establish its tone and interpretation of ADA guidelines unfettered by administrative bureaucracy and judgement, but also potentially without formal accountability.[37] Regardless, Middlebury's late establishment of the office caused the community to lose precious time needed to put policy into effect and make changes to campus culture for students with disabilities in the mid to late 1990s.

The Middlebury Campus went on to first report the establishment of the ADA office on campus in 1996.[38] In this article, student reporter Mike Wiser relied primarily on information provided by ADA coordinator Elizabeth Christenson to report to the student body.[39] The article describes the purpose of the ADA office on campus as one that "helps disabled students by connecting them with resources on campus, corresponding with faculty members, offering technological solutions, as well as providing note taking, tapes of lectures and textbooks on tape."[40] This level of detail in the article is in line with what appears to be the article's intent: to bring awareness to the ADA office, which Wiser describes as "rel[ying] on student interaction.[41] The article goes on to describe the genesis of the office establishment as in response to the "1990 federal disabilities law" but

36 Interview with Middlebury ADA coordinator Jodi Litchfield, February 5th, 2021.
37 Interview with Middlebury ADA coordinator Jodi Litchfield, February 5th, 2021.
38 Wiser, "Disabilities offices relies."
39 Wiser, "Disabilities offices relies."
40 Wiser, "Disabilities offices relies."
41 Wiser, "Disabilities offices relies."

makes no effort to explain or describe the application of ADA beyond the college campus.[42] Wiser also describes how prior to the class of 1999 Middlebury failed to ever ask students if they had a disability, but reported that as of October 1996 roughly 50 students were working with the office.[43] The article shared details about faculty impressions, and asserted that "while some faculty members initially have reservations upon finding out that a disabled student is in their class, after they realize what the accommodations entail, the professors are supportive of the program."[44] This first article about students with disabilities on campus closed with Christenson's expression that she hoped the office could, in addition to coordinating accommodations, help bring attention to disability rights on campus.[45] Ultimately, Wiser's article served as an informational introduction to the newly established ADA office on campus in the hopes that students who had not previously reached out for accommodations may decide to do so in the future. This article established an almost fifteen-year relationship between *the Middlebury Campus* reporters and the coordinators in the ADA office, in which the former relied on student reporting to inform the campus community about the office's existence and purpose.

The following spring, a follow up article in the campus written by Wiser appeared on the front page of the campus and described a talk given

42 Wiser, "Disabilities offices relies."
43 Wiser, "Disabilities offices relies."
44 Wiser, "Disabilities offices relies."
45 Wiser, "Disabilities offices relies."

by alum Rick Douglas, class of 1965.[46] Douglas was brought to campus by the ADA office in hopes of bringing attention to disability activism, as Douglas worked under Presidents Bush and Clinton, chairing the President's Committee on Employment of People with Disabilities and working as the Director of the Department of Labor's Disability Initiative.[47] Douglas himself was not disabled during his studies at Middlebury, but spoke about his experience as an alum, particularly the "humiliation" experienced by disabled alumni not fully able to participate in reunion activities.[48] Wiser also noted Douglas's encouragement for Middlebury to do more for its students than the minimums of ADA.[49] Wiser then closed the article with the stipulation that attendance at the Twilight Lecture was dismal; fewer than forty attendants were reported, and those who were there were primarily staff and faculty.[50] This early effort by the ADA office inarguably failed to reach a wide audience on campus. It's difficult to determine with certainty what sort of factors played into the disheartening turn out at this event; while a lack of publicity may have been part of the issue, the egregious lack of student attendance begs the question of whether Middlebury College students cared about the lives of those with disabilities–even their peers. Moreover, could have this disappointing viewing demonstrated to the administration, at least for a time, that people

---

46 Mike Wiser. "Douglas addresses rights of the disabled." *The Middlebury Campus*, April 30, 1997. Internet Archive. https://archive.org/details/middleburyNewspapers_1997-04-30/mode/2up.
47 Mike Wiser, "Douglas addresses rights."
48 Mike Wiser, "Douglas addresses rights."
49 Mike Wiser, "Douglas addresses rights."
50 Mike Wiser, "Douglas addresses rights."

with disabilities were irrelevant to the majority of the vibrant life on campus?

After a quiet couple of years, in November 1998 *The Middlebury Campus* coverage continued with the promotion of the ADA's new slogan "Access for All."[51] Elizabeth Christenson identified this slogan as a "hope to make it more comfortable for students to talk about their disabilities because not all disabilities are visible."[52] This article praised the office's screening of the adventure athlete Mark Wellman bio-documentary because it shares Wellman's "experiences and how he has managed to overcome his disability in a rather extraordinary way."[53] This, in addition to Christenson's praise that "Mark is a perfect example of the fact that having a disability doesn't mean you have to limit yourself" indicates the attitude among faculty and students that people with disabilities are inherently demoralized by their disability, and thus must 'overcome' these 'limitations.'[54] This represents a deablist perspective common in institutions of higher education, in which disability is not normal, and is thus inherently negative.[55] Middlebury College closed out the first decade post-ADA on the sour note that reinforced the "supercrip stereotype," and by emphasizing

---

51 Bryn Kenny. "ADA campaigns 'Access for All.'" *The Middlebury Campus*, November 11, 1998. Internet Archive. https://archive.org/details/middleburyNewspapers_1998-11-11/page/n7/mode/2up.
52 Kenny, "ADA campaigns."
53 Kenny, "ADA campaigns."
54 Kenny, "ADA campaigns."
55 Dolmage, *Academic Ableism,* 27.

"invisible" disabilities, such as learning disabilities, positioned those students above those that have mobility impairments.[56]

Disability at Middlebury 2000-2010

By the early 2000s these glimmers of attention on the lives of students at Middlebury continued, if somewhat sporadically. In 2000 the *Campus* featured "A Taste of Reality" in the Opinion section of the paper; student writers Ruth Howell and Lisa Engelstein first encouraged readers to "chew on" a series of stats and information about the ADA, disabled populations in the United States, and students with disabilities at Middlebury.[57] The pair then shared their "digestion" of this information, in which they asserted that "there is much talk of diversity on campus, but students with disabilities are rarely mentioned in this discussion."[58] Howell and Engelstein concluded their taste of reality by posing this question to their readers: "In a community like Middlebury where everyone strives for perfection, is the lack of knowledge and understanding surrounding disabilities a result of shame for our deviations from the perceived norm?"[59] Howell and Engelstein have in this brief informational/opinionated column

---

56 This paper is too short to explore in depth the relationship Middlebury College and its public facing publications have with the "supercrip" stereotype. However, for those unfamiliar with the term, the "supercrip" is a disabled person that manages to majestically overcome their disability with extraordinary athletic and physical ability. Though at times rooted in truth, by glorifying the "supercrip" able-bodied people place subtle blame on disabled people who are unable, or undesiring, of doing the same.

57 Lisa Engelstein and Ruth Howell. "A Little Taste of Reality." *The Middlebury Campus*, September 27, 2000. Internet Archive. https://archive.org/details/middleburyNewspapers_2000-09-27/page/n7/mode/2up.

58 Engelstein, "A Little Taste of Reality."

59 Engelstein, "A Little Taste of Reality."

nailed down a pervasive issue among students with disabilities. Though by no means an issue exclusively at Middlebury, ADA Coordinator Jodi Litchfield identified similar sentiments among students then and in the present. She described both how students often have a "slow progression" of acceptance of their diagnosis in addition to a potential remaining "complicated relationship" with their diagnosis and ongoing embarrassment.[60] Howell and Engelstein thoughtfully identified some of the internal and external pressures felt by Middlebury's disabled students; Litchfield has confirmed that those same stressors and pressures are an ongoing reality.

In 2001 *The Middlebury Campus* continued to function as a mouthpiece for the ADA office in their extended spread about the ADA office and the various populations of students with disabilities at Middlebury. ADA coordinator Christenson emphasized how despite the office's existence for six years at this point, "surprised students, faculty, and staff occasionally ask 'we have students with disabilities here?'"[61] Though there had been a consistent push of articles published throughout the late 1990s, Middlebury students and faculty persistently demonstrated ignorance towards students with disabilities on campus. Drawing on Howell and Engelstein's poignant description of Middlebury students as striving for perfection, as well as Dolmage's descriptions about the inherent ableism in higher education, the

60 Interview with Middlebury ADA coordinator Jodi Litchfield, February 5th, 2021.
61 Devin Zatorski. "Disabled Students Find Support in ADA Office." *The Middlebury Campus,* March 21, 2001. https://archive.org/details/middleburyNewspapers_2001-03-21.

ongoing ignorance within the Middlebury community indicates that to a certain extent, the idealized Middlebury student isn't a disabled student.

In 2002 students with disabilities had some of the most explicit and consistent attention brought to them by coverage in The *Middlebury Campus*. In March it was announced that the senior class was considering establishing an ADA appropriations fund, "aimed at making the campus more handicapped accessible," among several other potential senior gifts.[62] This front page article cited the Class of 2002's affinity towards an ADA appropriations fund as founded in the experience of their classmates, "Katie Samson '02.5 and Sarah LeFeber '02 who had acquired physical disabilities during their time at College."[63] The article concludes optimistically, describing how "the senior class' endorsement of this fund would demonstrate Middlebury's awareness of the issue."[64] The enthusiasm in Bourne's article proved both fruitful and accurate; in May of 2002 *The Middlebury Campus* reported that the senior class had announced their gift of an ADA fund.[65] The article explains the efforts by the senior class to appeal to potential donors by posing the question "why not help [perspective disabled students] choose Middlebury."[66] As in the March article, this second article mentions the two members of the class of 2002

62 Claire Bourne, "ADA Fund Awaits Class of 2002 Endorsement." *The Middlebury Campus*, March 6, 2002. https://archive.org/details/middleburyNewspapers_2002-03-06/mode/2up.
63 Bourne, "ADA Fund Awaits."
64 Bourne, "ADA Fund Awaits."
65 Devin Zatorski, "Senior Gift Heightens ADA Awareness, *Cold Climate, Hilly Terrain Remain Challenging for Students with Disabilities*." *The Middlebury Campus*, May 1, 2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-05-01/page/n1/mode/2up.
66 Zatorski, "Senior Gift."

who had become disabled during their time at Middlebury.[67] These personal connections served to appeal to the broader community, especially given that the fund was “approved overwhelmingly” by the class of 2002.[68] The article also reported that almost 100 students received assistance from the office, a number that had doubled since 1996 just after the office opened.[69] The article then concluded with an emphasis on the importance of the Admissions team in presenting Middlebury as a welcoming and accommodating campus, with then Director of Admissions John Hanson quoted as being “pleased” to offer admission to students with disabilities.[70] It is clear that going into the summer of 2002, reporters for the Middlebury Campus wanted students to keep the legacy of the Class of 2002, and their legacy of ADA support, at the front of students minds. That being said, the article did make the strange assertion that impaired students tend to avoid snowy weather when considering colleges in the first place, as if to say that people with disabilities don’t live in places where there is snow.[71] This seemingly innocuous assertation in actuality is a subtle effort by the college to blame the lack of students with mobility impairments on the weather in Vermont, rather than on the college’s slow efforts to make their campus accessible.

When students returned to campus in the fall, a November editorial entitled “Beyond Compliance” scathingly described the accessibility issues

67 Zatorski, “Senior Gift.”
68 Zatorski, “Senior Gift.”
69 Zatorski, “Senior Gift.”
70 Zatorski, “Senior Gift.”
71 Zatorski, “Senior Gift.”

on campus that the writers had deemed within the college's control.[72] The editorial goes on to describe the lack of attention to accessible buildings on campus "embarrassing", and notes the incongruence of the college's fervent commitment to environmental buildings but ignorance of issues of accessibility.[73] The editorial concludes with the sentiment that the college should honor the efforts of the Class of 2002 by immediately addressing the architecture issues on campus.[74] In alliance with the spirit of the editorial, 2002 also marked the college's first annual Accessibility Awareness Week; this event was given special attention within the Middlebury Campus, with an entire page dedicated as a "Special News Section:Disability" in December. The idea for the week originated in professor David Parfitt's biology class on neurological disorders; as part of the week, non-wheelchair using students had the choice to either shadow a wheelchair using student for the day or take to a wheelchair themselves.[75] *The Middlebury Campus* reported that students were "astonished by the conditions during the activity;" one student who had spent the day in a wheelchair even fell out while trying to navigate a curb with a friend.[76] That same student volunteer questioned very seriously in his description of the experience that "[he] kept

---

72 Issues deemed not in the college's control included the steep slopes and hills of the campus; *The Middlebury Campus*, "Editorial: Beyond Compliance." November 6, 2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-11-06/page/n7/mode/2up.

73 *The Middlebury Campus, "Editorial.'*

74 *The Middlebury Campus, "Editorial.'*

75 Dan Polfika, "Demonstrating an 'Uphill Battle', *Middlebury Accessibility Questioned with Awareness Week*." *The Middlebury Campus*, December 4, 2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-12-04/page/n3/mode/2up.

76 Polfika, "Demonstrating."

wondering…what would have happened if [he] was alone."[77] The awareness week also featured a Forum that featured students and local towns people with disabilities. In *The Middlebury Campus* reporting, student writer Andrea Gissing quotes panelist Rose Hotte as describing accessibility as "freedom of choice."[78] While ADA coverage at the time provided legal necessities, students remained limited to where they could travel on campus and thus what they could experience. Ultimately, the Accessibility Awareness Week echoed the arguments of the aforementioned editorial and made thorough efforts to push Middlebury in a more accessible direction.

Despite the strides *The Middlebury Campus* made in 2002 to bring awareness to disability issues on Middlebury's campus, the 2003 reporting on coordinator Jodi Litchfield's conversations with professors proved disappointing. Litchfield noted that "some things may come up that make professors uncomfortable" but that "professors should keep student disabilities confidential and work through the office to prevent abuses to the system."[79] This demonstrates an ongoing hesitance among professors about the merits of academic accommodations as well as the persistent need for reminding that the office exists as a resource, all of which had been present on campus since Christenson first spoke on it in the late 1990s.

---

77 Todd Falcone, "Student Recounts Day in Wheelchair." *The Middlebury Campus*, December 4, 2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-12-04/page/n3/mode/2up.

78 Andrea Gissing,"Handicapped Accessibility Forum Opens Discussion on Campus." *The Middlebury Campus*, December 3, 2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-12-04/page/n3/mode/2up.

79 Taylor Johnston,"Few Faculty Meet for J-Term, ADA Update." *The Middlebury Campus*, November 6, 2003. Internet Archive. https://archive.org/details/middleburyNewspapers_2003-11-06/page/n1/mode/2up

Disappointment continued with the glorification of construction on Forest Hall; *The Middlebury Campus* reported that Forest Hall was finally being made "handicapped accessible" given that the ADA office was moving into the ground floor of that building.[80] However, the article concludes that plans had not been finalized to make the *first* floor of Forest accessible, making headline of the article rather misleading. Moreover, the article emphasizes that "Middlebury College is in compliance with the American Disabilities Act" but fails to contextualize, as many instances of compliance assurance do, that compliance is only a baseline.[81] Though in 2004 the third annual Disability Awareness Week occurred and received *Campus* coverage, this was the last year the week appeared to happen.[82] Unfortunately, it appears that disability left the forefront of students' minds when student organizer Kate Stamper '04 graduated that May. Public discussion of disability in the early 2000s at Middlebury ended when in 2006 A *Middlebury Campus* article outlined Middlebury's choice to bring in Massachusetts-based firm McGuinness Kessler Associates to survey all of the campus's buildings and pathways.[83] Unlike earlier coverage that emphasized Middlebury's compliance, this article confirmed that despite

---

80 Ian Fleishman, "Forest Finally Made Handicapped Accessible, ADA Office Moves to Ground Floor of Building." *The Middlebury Campus,* March 19, 2003. Internet Archive. https://archive.org/details/middleburyNewspapers_2003-03-19/page/n1/mode/2up.

81 "Ended" according to source material available; Fleischman, "Forest."

82 Laura K Budzyna, "Accessibility Week Arrives: Middlebury wheels toward heightened respect of disability issues." *The Middlebury Campus*, November 4, 2004. Internet Archive.https://archive.org/details/middleburyNewspapers_2004-11-04/page/n1/mode/2up.

83 Zamir Ahmed, "Survey examines facilities' accessibility." *The Middlebury Campus*, November 9, 2006. Internet Archives. https://archive.org/details/middleburyNewspapers_2006-11-09/page/n1/mode/2up.

compliance, many buildings on campus remained fully or partially inaccessible.[84]

Disability At Middlebury 2010-2021

ADA policy aside, Middlebury College did little to support disability *studies* at Middlebury for decades. However, in 2012 American Studies Professor Susan Burch was hired to revamp the American Disabilities classes offered at Middlebury.[85] Notably, taking classes about disability within the American Studies department remains a unique experience both at Middlebury and beyond.[86] With the help of Susan Burch, and the encouragement of college President Laurie Patton's 2015 inaugural address, Middlebury's Advisory Group On Disability, Access, and Inclusion (AGDAI) was established in 2015. The ADA office has praised the formation of the AGDAI in part because "it's not [the ADA office's] responsibility to handle [all things related to] disability on Campus.[87] AGDAI was thus able to focus on advocacy, events, programming, and training in a way that the ADA office had never been able to do.[88] After the formation of AGDAI, further changes to disability policy and advocacy were enforced on campus.

---

84 Ahmed, "Survey examines."
85 *The Middlebury Campus,* "Distribution Requirements: American Disabilities Studies." September 26, 2012. https://middleburycampus.com/705/features/distribution-requirements-american-disabilities-studies/.

86 *The Middlebury Campus,* "Distribution."
87 Interview with Middlebury ADA coordinator Jodi Litchfield, February 5th, 2021.
88 Email with American Studies Professor Susan Burch regarding AGDAI, January 20th, 2021.

According to Jodi Litchfield, the "certification committee," the system in which students had their disabilities and accommodations certified in order to have their accommodation requests considered, was phased out in 2017 in an effort to preserve student confidentiality, given the large number of faculty on the committee[89] This committee was removed with the simultaneous addition of a second ADA coordinator for Middlebury's campus, which ended the fifteen year period in which all student accommodations and disability related needs were handled by one person.[90]

Despite these seemingly positive administrative changes, in 2018 Amy Conway '20 founded Middlebury Students with Disabilities, a support group on campus that hoped to facilitate community among students with disabilities.[91] Reminiscent of the friendships that formed on campuses such as Berkeley in the 1960s and 1970s, Conway's intentions were described as far simpler than advocating for large changes; she's cited as wanting students in the group to "share support and advice through group meetings and activities," though noted that Middlebury remains a campus that "can be accommodating but you have to advocate for yourself."[92]

In October 2019 it was formally publicized that Student Accessibility Services, formally known as the ADA office, had been moved out of the risk

---

89 Email with Middlebury ADA coordinator Jodi Litchfield, February 8th, 2021.
90 Email with Middlebury ADA coordinator Jodi Litchfield, February 8th, 2021; Interview with Middlebury ADA coordinator Jodi Litchfield, February 5th, 2021.
91 Kate Criscitello, "Students with Disabilities: New Student Org Founded to Inform Through Community Building." *The Middlebury Campus*, September 27th, 2018. https://middleburycampus.com/40149/news/students-with-disabilities-new-student-org-founded-to-inform-through-community-building/.
92 Criscitello, "Students with Disabilities."

management department and moved into the Office of Institutional Diversity, Equity and Inclusion under the new name the Disability Resource Center (DRC).[93] Renee Wells, Director of Education for equity and inclusion, described the move as a shift in mindset, specifically that "[the office's] former home in risk management…reflected an institutional view of students with disabilities as legal obligations and potential lawsuits.[94] Despite the mention of a five-year diversity, equity, and inclusion plan the article fails to name the supposed "expanded scope" its title promises.[95] Rather, a December op-ed found that changes in the title and location of the office had done little to improve student experiences; student writer Sophia McDermont-Hughes scathingly described the current status of lives of students with disabilities as "a system that relies on luck, the goodwill of others, social connections, and the ability and comfort level to constantly advocate for oneself" and that ultimately "[it] is not a functioning system."[96] Similarly, one student with disabilities explained in an interview that during their Fall 2019 matriculation to the college, after the supposed expanded scope and shift in mindset around disabilities at Middlebury, they were told by their dean to leave the college because they were disabled and to come

---

93 Sophia McDermott-Hughes, "Re-structured Disability Resource Center expands its scope." *The Middlebury Campus*, October 3, 2019. https://middleburycampus.com/46429/news/re-structured-disability-resource-center-expands-is-scope/.

94 McDermott-Hughes, "Re-structured."

95 See Appendix and under "Looking Forward" for more thoughts and information on the five year plan.

96 Sophia McDermott-Hughes, "Middlebury is failing its students with disabilities and injuries." *The Middlebury Campus*, December 5th, 2019. https://middleburycampus.com/46429/news/re-structured-disability-resource-center-expands-is-scope/.

back when they weren't.[97] Furthermore, that student described their process to accessible housing as a "fight", a far cry from the DRC's reported attitude of "we'll come up with a solution" to a student's accommodation requests. Though the opportunity to discuss disability in *The Middlebury Campus* was renewed in 2019 coverage, the lives of students with disabilities were glaringly absent by the efforts of the newspaper to gauge the pulse of students on campus with their "Zeitgeist" polls and reporting.[98] Ultimately, it appears that though there were front facing changes in Middlebury's efforts to help students with disabilities in the 2010s, these efforts were either inadequate or too little too late.

Disability at Middlebury In the Present

2020, a year dominated by a global pandemic, the American's Disabilities Act turned thirty. Decades later, "there is [still] no national training, certification, or licensure for professionals providing disability services."[99] Students with disabilities have described that "schools often don't go beyond compliance...they really aren't following the spirit of the law."[100] This concept of a compliance versus "spirit of the law" creates a spectrum of experiences for students on campuses; this also doesn't take

97 Interview with Anonymous disabled student, February 8th, 2021.
98 *The Middlebury Campus*, "Zeitgeist: The Spirit of the Times," Spring 2019. https://middleburycampus.com/44797/news/zeitgeist-2019/
99 Safia Samee Ali, "30 years after Americans with Disabilities Act, college students with disabilities say law is not enough." *NBC News*, March 1st, 2020. https://www.nbcnews.com/news/us-news/30-years-after-americans-disability-act-college-students-disabilities-say-n1138336.
100 Ali, "30 years after."

into account that compliance is based on what can be "reasonably" expected of a university, meaning they can interpret that baseline for themselves. Special Education professor Christa Bialka also notes the importance for students to not just have their legal accommodations, but also to feel "socially integrated."[101] Thirty years after the ADA was passed, only one third of disabled students who enroll in four year colleges and universities graduate within eight years.[102] It's difficult to determine where Middlebury College at the present falls on a scale of compliance versus "spirit of the law" because it really depends on who you ask. Given national trends and the available records of Middlebury students and staff, a reasonable conclusion is that the college has a long way to go.

In February 2020 Professor Robert Greeley of the Arabic Department wrote an emotional op-ed for the *Middlebury Campus* in which he described that "I have a disability. I am disabled. And, I have shame."[103] If a professor at Middlebury struggles to identify as disabled, and professors benefit from inherent power dynamics within higher education, it's not difficult to imagine how much harder it is for students at the college. Subsequently, that March, the Middlebury Board of Trustees approved at their Winter Term meeting the use of Universal Design in the renovation of Warner Hall.[104] It's unclear from *The Middlebury Campus* reporting how

---

101 Ali, "30 years after."
102 Ali, "30 years after."
103 Robert Greeley, "Shame and disability." *The Middlebury Campus*. February 27th, 2020. Internet Archive. https://middleburycampus.com/48639/opinion/shame-and-disability/.
104 Chang, Abigail. "Trustee board moves toward Universal Design, adds second student constituent." March 12, 2020. Internet Archive.

nuanced the Board of Trustees commitment to Universal Design will prove to be in actuality. As of September 2020 Middlebury's Office of Institutional Diversity, Equity, and Inclusion published their five year "Action Plan for Anti-Racism, Equity, and Inclusion" on campus. Within this action plan, eight strategies were identified to "increase accessibility in the built environment, in learning spaces, and within electronic systems."[105] Each strategy is listed with a proposed timeline, "responsible units," and the offices that are tasked with "accountability.[106]"

As of 2021, the Disability Resource Office supports just under 500 students; this is roughly 20% of Middlebury's undergraduate student body.[107] Middlebury is thus serving roughly 10% more students than the national averages, with only two ADA coordinators. With battles raging about potential demolition of "beloved" campus buildings, one current student noted that "if all the doors on Battell said 'no Black people allowed', Battell would be burned. But it basically says 'no Disabled people allowed'" given how grossly inaccessible it is.[108] Despite the institutional changes and the cultural shifts on campus and beyond, Middlebury students with

---

https://middleburycampus.com/48873/news/trustees-update-draft/; according to Ronald Mace, one of the founders of the UD concept, "Universal design is the design of products and environment to be usable by all people, to the greatest extent possible, without the need for adaption or specialized design," Dolmage, 290.

105 Middlebury College Office of Institutional Diversity, Equity, and Inclusion. "Action Plan for Anti-Racism, Diversity, Equity, and Inclusion." Updated October 15, 2020. https://www.middlebury.edu/office/sites/www.middlebury.edu.office/files/2020-10/DEI_Action_Plan_updated10.15.20.pdf?fv=dx4XUHr8; see Appendix for a table with the Eight Strategies.

106 Middlebury College Office of Institutional Diversity, Equity, and Inclusion. "Action Plan."

107 Interview with Middlebury ADA coordinator Jodi Litchfield, February 5th, 2021.

108 Interview with Anonymous disabled student, February 8th, 2021; Battell is notably not the only building currently grandfathered into ADA exceptions.

disabilities continue to be othered by their institution in 2021. Though hiring a second ADA coordinator and establishing the AGDAI indicate hope for the future, current Middlebury students are forced to advocate for themselves in a grossly hostile environment. The life of a disabled student at Middlebury has been and continues to be inarguably different from an able bodied or minded one.

Looking Forward

This short paper is in no way a comprehensive engagement with the history of disability and students experience with disability at Middlebury. Further veins of inquiry include an examination of the specific language Middlebury College and its students have used to describe disability, the intersections of other oppressions, such as gender and race, with disabled individuals on campus, Middlebury College's repeated engagement with the "supercrip" stereotype, a more thorough tracking of *The Middlebury Campus* and the *Middlebury Magazine* coverage of disability activism, issues, and students, as well as a clear timeline of the evolution of Middlebury's disability policy. There is also room to examine the lives of students with disabilities at Middlebury prior to the passage of the ADA; a particularly poignant examination could study the return of Middlebury veterans, from the Civil War through Vietnam, in an effort to determine the support that was provided for disabled veterans (both those with PTSD and mobility impairments).

In the interim of aforementioned research completion, close attention should be paid to the Action Plan for Anti-Racism, Diversity, Equity, and Inclusion, which outlined a comprehensive five -year plan for campus change. The eight strategies related to accessibility are provided in the appendix, along with their proposed timelines. Middlebury's adherence to these commitments is one of many ways it can break down the ableism and disablism rampant on its campus. Furthermore, the action plan glaringly avoids any discussion of student life outside of academics, whether that be sports, extracurriculars, jobs, or dining. Close attention should also be paid to subsequent commitments for accessibility issues, and if accessibility in student life continues to be ignored that will need to be called out. Hopefully, with the ongoing work of the AGDAI and the re-formatted DRC, advocacy for such measures will not fully fall onto disadvantaged students with disabilities, stigmatized by their community.

Appendix

Action Plan for Anti-Racism, Diversity, Equity, and Inclusion Eight Strategies Related to Disability and Accessibility[109]

Strategy #	Description	Proposed Timeline
#1	is identified as "develop and offer resources and workshops for	2021-2022

109 Middlebury College Office of Institutional Diversity, Equity, and Inclusion. "Action Plan."

	students, staff, and faculty that address how to plan and host accessible events”	
#2	is identified as “develop an online registration system to coordinate exams for students who need additional time and identify funding to hire hourly employees to administer exams”	2021-2022
#3	is identified as “ to develop a prioritized timeline to increase the availability of inclusive technology in formal learning spaces (classrooms, labs, etc)”	2020-2023
#4	is identified as “to assess the accessibility of Middlebury’s web-based electronic systems (website, Canvas, Oracle, Help Desk, etc) and implement changes needed to ensure accessibility for all users with the aim of surpassing WCAG 2.0 AA standards, develop an EIT accessibility policy”	2020-2022
#5	is identified as “to provide a comprehensive and up-to-date online campus map that integrates	2021-2022

	accessibility information along with a document that breaks down accessibility details by building/room	
#6	is identified as “to develop a prioritized timeline to address accessibility barriers in the built environment”	2020-2023
#7	is identified as “to adopt, implement, and follow a protocol for building renovation and new construction that includes inclusive design practices related to both accessibility (built environment and technology) and gender inclusivity, timeline 2020-2024	2020-2024
#8	is identified as “to develop a mechanism to report accessibility barriers online related to campus buildings and grounds”	2022-2023

Bibliography

<u>Primary Sources</u>

Ahmed, Zamir. “Survey examines facilities’ accessibility.” *The Middlebury Campus*, November 9, 2006. Internet Archives. https://archive.org/details/middleburyNewspapers_2006-11-09/page/n1/mode/2up.

Ali, Safia Samee. “30 years after Americans with Disabilities Act, college students with disabilities say law is not enough.” *NBC News*, March 1st, 2020. https://www.nbcnews.com/news/us-news/30-years-after-americans-disability-act-college-students-disabilities-say-n1138336

Bourne, Claire. “ADA Fund Awaits Class of 2002 Endorsement.” *The Middlebury Campus*, March 6, 2002. https://archive.org/details/middleburyNewspapers_2002-03-06/mode/2up.

Budzyna, Laura K. “Accessibility Week Arrives: Middlebury wheels toward heightened respect of disability issues.” *The Middlebury Campus*, November 4, 2004. Internet Archive.https://archive.org/details/middleburyNewspapers_2004-11-04/page/n1/mode/2up.

Burke, Lilah. “ Q&A on the ADA at 30.” *Inside Higher Ed*, August 5th, 2020.

https://www.insidehighered.com/news/2020/08/05/qa-ada-30.

Chang, Abigail. “Trustee board moves toward Universal Design, adds second student

constituent.” March 12, 2020. Internet Archive. https://middleburycampus.com/48873/news/trustees-update-draft/.

Criscitello, Kate. “Students with Disabilities: New Student Org Founded to Inform Through

Community Building.” *The Middlebury Campus*, September 27th, 2018. https://middleburycampus.com/40149/news/students-with-disabilities-new-student-org-founded-to-inform-through-community-building/.

Eagen, Elisabeth. “College expands wheelchair access *Seeks to meet students’ special needs.*”

The Middlebury Campus, April 9, 1993. Internet Archive. https://archive.org/details/middleburyNewspapers_1993-04-09/page/n3/mode/2up.

Engelstein, Lisa and Ruth Howell. “A Little Taste of Reality.” *The Middlebury Campus*,

September 27, 2000. Internet Archive. https://archive.org/details/middleburyNewspapers_2000-09-27/page/n7/mode/2up.

Falcone, Todd. “Student Recounts Day in Wheelchair.” *The Middlebury Campus*, December 4,

2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-12-04/page/n3/mode/2up.

Fleishman, Ian. “Forest Finally Made Handicapped Accessible, ADA Office Moves to Ground Floor of Building.” *The Middlebury Campus,* March 19, 2003. Internet Archive. https://archive.org/details/middleburyNewspapers_2003-03-19/page/n1/mode/2up.

Gissing, Andrea. “Handicapped Accessibility Forum Opens Discussion on Campus.” *The Middlebury Campus*, December 4, 2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-12-04/page/n3/mode/2up.

Greeley, Robert. “Shame and disability.” *The Middlebury Campus*. February 27th, 2020. Internet Archive. https://middleburycampus.com/48639/opinion/shame-and-disability/.

Johnston, Taylor. “Few Faculty Meet for J-Term, ADA Update.” *The Middlebury Campus*, November 6, 2003. Internet Archive. https://archive.org/details/middleburyNewspapers_2003-11-06/page/n1/mode/2up.

Kenny, Bryn. “ADA campaigns ‘Access for All.’” *The Middlebury Campus*, November 11,
1998. Internet Archive.
https://archive.org/details/middleburyNewspapers_1998-11-11/page/n7/mode/2up.

McDermott-Hughes, Sophia. “Re-structured Disability Resource Center expands its scope.” *The*
Middlebury Campus, October 3, 2019.
https://middleburycampus.com/46429/news/re-structured-disability-resource-center-expands-is-scope/.

-- “Middlebury is failing its students with disabilities and injuries.” *The*
Middlebury Campus, December 5th, 2019.
https://middleburycampus.com/46429/news/re-structured-disability-resource-center-expands-is-scope/.

The Middlebury Campus, “Editorial: Beyond Compliance.” November 6, 2002. Internet Archive.
https://archive.org/details/middleburyNewspapers_2002-11-06/page/n7/mode/2up.

-- “Distribution Requirements: American Disabilities Studies.” September 26, 2012.

https://middleburycampus.com/705/features/distribution-requirements-american-disabilities-studies/.

-- "Zeitgeist: The Spirit of the Times," Spring 2019. https://middleburycampus.com/44797/news/zeitgeist-2019/

Middlebury College Office of Institutional Diversity, Equity, and Inclusion. "Action Plan for Anti-Racism, Diversity, Equity, and Inclusion." Updated October 15, 2020. https://www.middlebury.edu/office/sites/www.middlebury.edu.office/files/2020-10/DEI_Action_Plan_updated10.15.20.pdf?fv=dx4XUHr8.

Polfika, Dan. "Demonstrating an 'Uphill Battle', *Middlebury Accessibility Questioned with Awareness Week*." *The Middlebury Campus*, December 4, 2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-12-04/page/n3/mode/2up.

Wiser, Mike. "Disabilities office relies on student interaction." *The Middlebury Campus*, October 16, 1996. Internet Archive. https://archive.org/details/middleburyNewspapers_1996-10-16/page/n9/mode/2u.

-- "Douglas addresses rights of the disabled." *The Middlebury Campus*, April 30,

1997. Internet Archive. https://archive.org/details/middleburyNewspapers_1997-04-30/mode/2up.

Zatorski, Devin. “Disabled Students Find Support in ADA Office.” *The Middlebury Campus,* March 21, 2001. https://archive.org/details/middleburyNewspapers_2001-03-21.

-- “Senior Gift Heightens ADA Awareness, *Cold Climate, Hilly Terrain Remain Challenging for Students with Disabilities*.” *The Middlebury Campus*, May 1, 2002. Internet Archive. https://archive.org/details/middleburyNewspapers_2002-05-01/page/n1/mode/2up.

Secondary Sources

ADA National Network, “ADA Anniversary.” Accessed 14 February 2021. https://adata.org/ada-anniversary.

ADA National Network, “What are public or private college-university’s responsibility to students with disabilities?” Accessed 14 February 2021. https://adata.org/faq/what-are-public-or-private-college-universitys-responsibilities-students-disabilities.

"Americans with Disabilities Act of 1990 (ADA)." In *Gale Encyclopedia of U.S. Economic*

History, 2nd ed., edited by Thomas Riggs, 70-71. Vol. 1. Farmington Hills, MI: Gale, 2015. *Gale In Context: U.S. History* (accessed February 14, 2021). https://link.gale.com/apps/doc/CX3611000054/UHIC?u=vol_portal&sid=UHIC&xid=7aca983f.

Dolmage, Jay Timothy, *Academic Ableism: Disability and Higher Education*, Ann Arbor: University of Michigan Press, 2017. https://doi.org/10.3998/mpub.9708722

Kurth, Noelle and Daryl Mellard. 2006. “Student perceptions of the accommodation process in postsecondary education”. *Journal of Postsecondary Education and Disability* 19, no. 1: 71-84, http://ezproxy.middlebury.edu/login?url=https://www-proquest-com.ezproxy.middlebury.edu/scholarly-journals/student-perceptions-accommodation-process/docview/61847554/se-2?accountid=12447.

Lebrecht, James and Nicole Newnham, dir. *Crip Camp: A Disability Revolution*, Netflix, 2020, Streaming. https://www.netflix.com/title/81001496.

Levinson, Edward M., and Denise L. Ohler. "Transition from High School to College for

Students with Learning Disabilities: Needs, Assessment, and Services." *The High School Journal* 82, no. 1 (1998): 62-69. Accessed February 14, 2021. http://www.jstor.org/stable/40364711.

Parks, Loreena, and Karen Schule. "Supporting students with disabilities in higher education."

Michigan Academician 39, no. 1 (2009): 59+. *Gale Academic OneFile Select* (accessed February 14, 2021). https://link.gale.com/apps/doc/A197234701/EAIM?u=vol_m58c&sid=EAIM&xid=4b75fca6.

Patterson, Lindsey. "Points of Access: Rehabilitation Centers, Summer Camps, and Student Life

in the Making of Disability Activism, 1960-1973." *Journal of Social History* 46, no. 2 (2012): 473-99. Accessed February 14, 2021. http://www.jstor.org/stable/23354140.

U.S. Department of Justice, Civil Rights Division. “A Guide to Disability Rights Laws.”

Accessed 14 February 2021. https://www.ada.gov/cguide.htm#anchor65610

--“The Current ADA Regulations.” Accessed 14 February 2021.

U.S. Department of Labor. “Legal Highlight: The Civil Rights Act of 1964.” Accessed 14

February 2021. https://www.dol.gov/agencies/oasam/civil-rights-center/statutes/civil-rights-act-of-1964.